



ADJUSTMENT PATTERN AND ANXIETY LEVEL OF B.ED. STUDENTS IN RELATION TO THEIR STREAMS

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ABSTRACT

The present paper focused on Adjustment Pattern and Anxiety level of B.Ed. students in relation their academic streams of Self-financing college of Education. Adjustment refers to a harmonious relationship between a man and his environment to tackle the new situation with best of his capacity. Education not only stands for passing the exams but also the development of one's self and well adjust in life, so that handle the new and problematic circumstances tactfully and anxiety free. In the present study, 150 students Arts, Science and Commerce from self-financing college of Kurukshetra district were selected as target sample and Adjustment inventory developed by N.Y. Reddy and Anxiety scale developed by A.K.P & L.N.K. Sinha was administered. The findings of the study revealed that Science and Commerce B.Ed. students do not differ significantly in their personal adjustment. There exists significant difference in personal adjustment of Science and Arts and Arts and commerce B.Ed. students. The study proved that social adjustment of Arts students is higher than Science and Commerce students. There exists significant difference in Total adjustment of Science, Commerce and Arts B.Ed. students and Total adjustment of Arts students is higher than the science and commerce B.Ed. students. The findings of the study revealed that there exists significant difference in anxiety level of science and Arts and Arts and commerce B.Ed. students.

I. INTRODUCTION:

The primary purpose of education is to train the individual for life's personal, social and economic problems, the process of adjustment start from the birth and goes on till death. It is a continuous and gradual process with the advancement of his age. New technological advancements have made the life of modern man more complex. When the eternal needs of the human being oppose external demands conflict arise in mind. This creates tensions, frustration etc. if this situation continues, it produces anxiety which is considered as an important part of personality development.

Freud, one of the psychologists pointed out anxiety as the crucial problem of the emotional and behavioral disorders. It acts like a adverse stimulus for the development of student potentialities. So, interaction between person and his environment takes place in the process of adjustment. So, Adjustment is necessary so that a person varies his behavior to produce a more harmonious relationship between himself and his environment and maintains a balance between its needs and circumstances that influences the satisfaction of these needs.

II. LITERATURE REVIEW:

The studies previously conducted reported that adjustment and anxiety was related with various factors i.e. family structure (Gupta, 1981; Fox, 1990), socio-economics status (Jogawar 1976; Matto 1980; Tripathi; 1981; Saraswat, 1982) Family climate (Anshu, 1988), organizational Climate (kasinath, 2000), School Topology (Kukreti, 1997; Sharma and Gakhar, 1999), Academic Streams (Agarwal and Sonawat, 1991; Kumar, Singh and Mohamad, 1995), Self-Concept (Goswami, 1980; Saraswat, 1982; Gupta, 1984) School Achievement (George and Abraham 1967; Rajanakkam and Vasanthal, 1993) and Gender (Sharma, 1979, Matto, 1980, Tripathi 1981 Swain and panda 1982, Chouhan and Murthy, 1994).

III. JUSTIFICATION OF THE STUDY:

In this 21st century, life is no so smooth and simple. As a society is changing day by day leading towards more sophisticated stage. Our life also becoming tougher and more complex. In this so called sophisticated society to lead a well-adjusted, tension free simple life is cumbersome task. However, it is a matter of great concern for the B.Ed. student who is on their adolescent stage. As the adolescent, a stage of stress and strain there is a need of studying adjustment and anxiety level of them. Life is made up of numerous problems. If the child is not well adjusted in the society, home and school as well as in real ethics of life, its ideas, intellectual imagination and creative powers may tend to be deteriorated.

Since the undergraduate students pass through the period of stress, strain, frustration and tension, their adjustment process may be affected.

To quote Aristotal, "Education is the creation of the sound mind in a sound body." But stress can decrease their effectiveness and eventually harm their health. By sporting those hidden signs of anxiety, we can tackle stress. Anxiety should not cross its threshold, but to be brought to the tolerable limits where it acts as a motivational force self-adjustment. So that necessary guidance and counseling services may be suggested for their better adjustment. That is why the present research project was undertaken.

IV. STATEMENT OF THE PROBLEM:

Adjustment pattern and anxiety level of B.Ed. students in relation to their academic streams

V. OBJECTIVES OF THE STUDY:

1. To find out the significant difference in Adjustment pattern (social adjustment) of B.Ed. students of Science, Arts and Commerce streams.
2. To find out the significant difference in Adjustment pattern (personal adjustment) of B.Ed. students of Science, Arts and Commerce streams.
3. To find out the significant difference in total adjustment of B.Ed. students of Science, Arts and Commerce streams.
4. To find out the significant difference in anxiety level of B.Ed. students of Science, Arts and Commerce streams.

VI. HYPOTHESES OF THE STUDY

1. There exists no significant difference in Adjustment pattern (social adjustment) of B.Ed. students of Science, Arts and Commerce streams.
2. There exists no significant difference in Adjustment pattern (personal adjustment) of B.Ed. students of Science, Arts and Commerce streams.
3. There exists no significant difference in total adjustment of B.Ed. students of Science, Arts and Commerce streams.
4. There exists no significant difference in anxiety level of B.Ed. students of Science, Arts and Commerce streams.

Delimitations of the study:

1. The present study was delimited to:
2. Seth Tek Chand college of Education of Kurukshetra district only.
3. Student studying in B.Ed. classes only.
4. Total 150 students belonging to different (50 Arts, 50 Science & 50 Commerce) streams.
5. Adjustment pattern of personal, social and total adjustment and anxiety level of B.Ed. students.

VI. RESEARCH METHODOLOGY

This study is based on survey method.

- I) Population and Sample:** A sample is a subset of population to which the researcher intends to generalize the results. All the B.Ed. students of Commerce, Arts and Science of self-financing college of Education of Kurukshetra district, Haryana, constituted the population of the present study. Keeping it view the limited resources of time, money and practical difficulty a sample consisted of 150 B.Ed. students including 50 from Arts, 50 from Science and 50 from Commerce of Seth Tek Chand self-financing college of education of Kurukshetra district have been selected by the follow-

ing techniques of simple random sampling.

Table 1 shows the details of the sample:

Table 1: Detail of Sample

Name of the College	Arts	Science	Commerce	Total
Seth Tek Chand College of Education, Kurukshetra	50	50	50	150

ii) Tools Used: For the present study, the researcher has selected Adjustment and Anxiety level as the major variables of the study. The researcher was used the following Adjustment Inventory and Anxiety Scale:

1. Adjustment Inventory by N.Y.Reddy
2. Anxiety Scale by A.K.P. Sinha

1. Reliability of Adjustment Inventory: The reliability co-efficient was calculated and found .84 and .95 for personal and social adjustment respectively after applying Spearman-Brown Correction scores on both parts.

Validity: The inventory had been validated against teachers rating. Bell's Adjustment Inventory, H.S. Asthana's inventory and social adjustment inventory by comparing the adjustment scores of different groups.

2. Anxiety Scale: For the assessment of anxiety level of B.Ed. students belonging to Science, Commerce and Arts streams of self-financing college of education of Kurukshetra district. A.K.P and L.N.K Sinha's anxiety scale was selected. The scale was easily administered. The scale contains 90 items dealing with certain sample of behavioral situations that most of the people experience at one time or the other.

Reliability: The reliability co-efficient was calculated with the help of Split half and Test- Retest method and found. 85.

Validity: The test yield high validity. The test is available both in Hindi and English. The investigator use the English version in the present study against tailors M.A.S the correlation was .69. Against Dutt's anxiety Questionnaire, it was .82 an against Cattle's IPAI Anxiety Scale it was .70. Moreover, the Sinha's anxiety scale is specially designed for Indian population.

Scoring of Anxiety Scale:

Scoring of anxiety scale was done as directed in the manual. According to the rules, the investigator had to give one score in each of the positive response made in the questionnaire and 0 marks to each negative response. In other words, the item which was checked, 'true' was awarded one mark and 0 to 'false' response.

The score of every individual was comprised of total number of items checked positively.

VII. COLLECTION OF DATA:

Having the standardized adjustment inventory by N.Y. Reddy and anxiety scale by A.K.P Sinha & L.N.K Sinha, the next step was the collection of data with the objective in mind, the investigator made full preparation and planning about the administration of the test.

Scoring: The investigator after completing the test, score the tests herself. The scoring was done prescribed in the manual of the tests.

1. Adjustment Inventory:

It consisted of two types of items:

- Negative
- Positive

Every item had three alternatives f or responses such as 'always', 'sometimes' and 'never'. In case of Negative items the students who had crossed a particular item as 'always' was given zero(0), for 'sometimes' one (1) and for 'never' responses two (2) while in case of positive items, the students who crossed 'always' was given two (2), for 'sometimes' one and never zero (0).

2. Scoring of Anxiety Questionnaire:

Scoring of anxiety scale was done as directed in the manual. According to the rules, the investigator had to give one score in each of the positive response made in the questionnaire and zero marks to each negative response. In other words, the items which was checked 'True' was awarded one mark and zero to 'False' response. The score every individual was comprised of the total number of items checked positively.

VIII. STATISTICAL TECHNIQUE USED:

t-test was applied to find out the significant difference of Adjustment Pattern and Anxiety level of B.Ed. students in relation to their streams (Science, Commerce and Arts).

IX. ANALYSIS AND INTERPRETATION OF RESULTS:

The result have been analyzed and interpreted in two sections.

Section-I:

Deals with the Adjustment pattern of (social, personal and total adjustment) B.Ed. students belonging to Science, Commerce and Arts stream. In the present section, the researcher have used t test to determine whether there was any significant difference between Science and Commerce, Science and Arts and Commerce and Arts B.Ed. students. For this purpose, the summary of t test had been presented in the following table. (Table-3)

In the section-2 the result of the second variable i.e. anxiety have been analyzed and interpreted.

TABLE - 4.5.1
SIGNIFICANCE DIFFERENCE IN SOCIAL ADJUSTMENT OF B.Ed STUDENTS OF SCIENCE, ARTS AND COMMERCE STREAM

Variable	Dimensions	Academic Streams	N	Mean	S.D.	S.Ed	t-value	Level of Significance
Adjustments	Social Adjustment	Science	50	47.16	6.18	1.32	0.92	N.S.
		Commerce	50	48.38	6.97			
		Science	50	47.16	6.18	1.40	4.23	Sign
		Arts	50	53	7.72			
		Commerce	50	48.38	6.97	1.47	3.20**	Sign.
		Arts	50	53.08	7.72			

From the table no. 4.5.1, the calculated t-value is found to be 0.92. It is less than the table value at both at the level of significance i.e. 0.05 and 0.01 levels. Conclusively, there exists no significant difference in social adjustment of Science and Commerce, B.Ed. students.

From the table no. 2, shows that the calculated t-value of Science and Arts students is found to be 4.2. It is greater than the table value at both the level of signif-

icance i.e. 0.05 and 0.01 levels. Therefore, the null hypothesis that there exists no significant difference in social adjustments of Science and Arts B.Ed. students is rejected.

Conclusively, there exists a significant difference in social adjustment of Science and Arts B.Ed. students.

SIGNIFICANCE DIFFERENCE IN PERSONAL ADJUSTMENT OF B.Ed STUDENTS OF SCIENCE, ARTS AND COMMERCE STREAM

Variable	Dimensions	Academic Streams	N	Mean	S.D.	S.Ed	t-value	Level of Significance
Adjustment	Personal Adjustment	Science	50	49.3	7.12	1.34	1.68	N.S.
		Commerce	50	47.09	6.29			
		Science	50	47.16	6.18	1.32	0.92	N.S.
		Arts	50	48.38	6.97			
		Commerce	50	50.88	7.88	1.43	2.69*	Sign
		Arts	50	47.64	6.29			

From the table no.3, it can be observed that the calculated value of t-ratio is found to be 3.20. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in personal adjustment of Arts and Commerce B.Ed. students is accepted.

From the table 4.5.4, the calculated value of t-test is found to be 1.68. It is less than the table value at both the level of significance i.e. at .05 and .01 levels. Therefore, the null hypothesis that there exists no significant difference in personal adjustment of Science and Commerce B.Ed. students is accepted.

SIGNIFICANCE DIFFERENCE IN TOTAL ADJUSTMENT OF B.Ed. STUDENTS OF SCIENCE, ARTS AND COMMERCE STREAM								
Variable	Dimensions	Academic Streams	N	Mean	S.D.	S.Ed	t-value	Level of Significance
Adjustment	Total Adjustment	Science	50	96.46	9.067	1.83	0.89	N.S.
		Commerce	50	94.82	9.27			
		Science	50	96.46	12.11	2.14	3.51**	Sign.
		Arts	50	96.46	9.067			
		Commerce	50	103.96	12.11	2.16	4.24**	Sign.
		Arts	50	94.82	9.27			

From the table no.3, it can be observed that the calculated value of t-ratio is found to be 3.20. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in personal adjustment of Arts and Commerce B.Ed. students is accepted.

From the table 4.5.4, the calculated value of t-test is found to be 1.68. It is less than the table value at both the level of significance i.e. at .05 and .01 levels. Therefore, the null hypothesis that there exists no significant difference in personal adjustment of Science and Commerce B.Ed. students is accepted. Conclusively, there is no significant difference between Science and Commerce B.Ed. students with respect to their personal adjustment.

From the table no. 4.5.5, it can be observed that the calculated value of t-ratio is found to be 1.05. It is less than the table value at both the levels of significance i.e. .05 and .01 levels. So, the null hypothesis that there is no significant difference in personal adjustment Science and Commerce B.Ed. students is accepted.

SIGNIFICANCE DIFFERENCE IN ANXIETY LEVEL OF B.Ed STUDENTS OF SCIENCE, ARTS AND COMMERCE STREAM

Variable	Academic Streams	N	Mean	S.D.	S.Ed	t-value	Level of Significance
Anxiety	Science	50	48.16	8.38	1.59	1.04	N.S.
	Commerce	50	49.80	7.45			
	Science	50	47.16	6.18	1.32	0.92	N.S.
	Arts	50	48.38	6.97			
	Commerce	50	48.16	8.38	1.59	1.04	N.S.
	Arts	50	49.8	7.45			

Section – 2

From the table no. 4.5.10, the calculated value of t-ratio is found to be 0.13. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in anxiety level of Science and Commerce B.Ed. students is accepted.

Conclusively, there exists no significant difference in anxiety level of Science and Commerce B.Ed. students.

From the table no. 4.5.11, it can be observed that the calculated value of t-ratio is found to be 1.09. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in anxiety level of Science and Arts B.Ed. students is accepted.

Conclusively, there is no significant difference between in anxiety level of Science and Arts B.Ed. students.

From the table no. 4.5.12, it can be observed that the calculated value of t-ratio is found to be 1.04. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in anxiety level of Commerce and Arts B.Ed. students is accepted.

Conclusively, there exists no significant difference in anxiety level of Commerce and Arts B.Ed. students.

From the table no. 4.5.1, the calculated t-value is found to be 0.92. It is less than the table value at both at the level of significance i.e. 0.05 and 0.01 levels. Therefore, the null hypothesis that there is no significant difference in social adjustment of Science and Commerce B.Ed. students.

Conclusively, there is no significant difference between Science and Commerce B.Ed. students with respect to their personal adjustment.

From the table no. 4.5.5, it can be observed that the calculated value of t-ratio is found to be 1.05. It is less than the table value at both the levels of significance i.e. .05 and .01 levels. So, the null hypothesis that there is no significant difference in personal adjustment Science and Commerce B.Ed. students is accepted.

Conclusively, there exists no significant in social adjustment of Science and Commerce, B.Ed. students.

Significant at .01 levels

From the table no. 4.5.2, the calculated t-value is found to be 4.2. It is greater than the table value at both the level of significance i.e. 0.05 and 0.01 levels. Therefore, the null hypothesis that there is no significant difference in social adjustments of Science and Arts B.Ed. students is rejected.

Conclusively, there exists a significant difference in social adjustment of Science and Arts B.Ed. students.

From the table no. 4.5.3, it can be observed that the calculated value of t-ratio is found to be 3.20. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in personal adjustment of Arts and Commerce B.Ed. students is accepted.

From the table 4.5.4, the calculated value of t-test is found to be 1.68. It is less than the table value at both the level of significance i.e. at .05 and .01 levels. Therefore, the null hypothesis that there is no significant difference in personal adjustment of Science and Commerce B.Ed. students is accepted.

Conclusively, there is no significant difference between Science and Commerce B.Ed. students with respect to their personal adjustment.

From the table no. 4.5.5, it can be observed that the calculated value of t-ratio is found to be 1.05. It is less than the table value at both the levels of significance i.e. .05 and .01 levels. So, the null hypothesis that there is no significant difference in personal adjustment Science and Commerce B.Ed. students is accepted.

From the table no. 4.5.6, it can be observed that the calculated value of t-ratio is found to be .89. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in total adjustment of Commerce and Arts B.Ed. students is rejected.

Conclusively, there is no significant difference between Arts and Commerce B.Ed. students with respect to their personal adjustment.

From the table no. 4.5.7, it can be observed that the calculated value of t-ratio is found to be .89. It is greater than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in total adjustment of Science and Commerce B.Ed. students is accepted.

From the table no. 4.5.8, it can be observed that the calculated value of t-ratio is found to be 3.5. It is greater than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in total adjustment of Science and Arts B.Ed. students is rejected.

Conclusively, there exists a significant difference in total adjustment of Science and Arts B.Ed. students.

From the table no. 4.5.9, it can be observed that the calculated value of t-ratio is found to be 4.2. It is greater than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in total adjustment of Commerce and Arts B.Ed. students is rejected.

Conclusively, there exists a significant difference in total adjustment of Commerce and Arts B.Ed. students.

Section – 2

From the table no. 4.5.10, the calculated value of t-ratio is found to be 0.13. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in anxiety level of Science and Commerce B.Ed. students is accepted.

Conclusively, there exists no significant difference in anxiety level of Science and Commerce B.Ed. students.

From the table no. 4.5.11, it can be observed that the calculated value of t-ratio is found to be 1.09. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in anxiety level of Science and Arts B.Ed. students is accepted.

Conclusively, there is no significant difference between in anxiety level of Science and Arts B.Ed. students.

From the table no. 4.5.12, it can be observed that the calculated value of t-ratio is found to be 1.04. It is less than both the table value at .05 and .01 levels of significance. So the null hypothesis that there is no significant difference in anxiety level of Commerce and Arts B.Ed. students is accepted.

Conclusively, there exists no significant difference in anxiety level of Commerce and Arts B.Ed. students.

Main findings of the study are described in the two sub sections namely:-

- a) Main findings regarding adjustment.
- b) Main findings regarding anxiety.

IX. MAIN FINDINGS REGARDING ADJUSTMENT:

These findings are concerned with differences in personal, social and total adjustment of B.Ed. students belonging Science, Commerce and Arts B.Ed. students.

a) Personal adjustment

- There exists no significant difference in personal adjustment of Science and Commerce B.Ed. students.
- There exists significant difference in personal adjustment of Science and Arts B.Ed. students.
- There exists significant difference in personal adjustment of Arts and Commerce B.Ed. students.

b) Social adjustment

- There exists no significant difference in social adjustment of Science and Commerce B.Ed. students.
- There exists significant difference in social adjustment of Science and Arts B.Ed. students.
- There exists significant difference in social adjustment of Art and Commerce B.Ed. students.

c) Total adjustment

- There exists no significant difference in Total adjustment of Science and Commerce B.Ed. students.
- There exists significant difference in Total adjustment of Science and Arts B.Ed. students.
- There exists significant difference in Total adjustment of Arts and Commerce B.Ed. students.

MAIN FINDINGS REGARDING ANXIETY

- There exists no significant difference in anxiety level of Science and Commerce B.Ed. students.
- There exists significant difference in anxiety level of Science and Arts B.Ed. students.
- There exists significant difference in anxiety level of Arts and Commerce B.Ed. students.

X. EDUCATIONAL IMPLICATIONS OF THE STUDY

The most outstanding characteristics of any research are that it contributes something new to the development of the area concerned. A country's success or failure depends upon the educated citizens. A major part of the country's population falls in this age group ranging from 16 to 21. They are the college going students face a score of problems for which they become unable to contribute according to the capacity they have. Now-a-days, society, school, colleges are so complex that the students are facing a number of problems in relation to their adjustments and anxiety. It is the responsibility of the teacher, parents and guidance, bureaus that the problem should be identified very soon and the immediate measures should

be provided to the boys and girls.

Teachers have to modify the various kinds of behaviour through training and practice at this stage. They should also provide sex education for sex consciousness among the college students particularly at the B.Ed. students. They should minimize sex difference among them. They should organize group discussions, educational trips and develop social characteristics which are useful for successful adjustments. For social interaction, development of social skills the teacher should provide opportunity by making special arrangements. Teacher's behaviour has to be oriented towards reduction of anxiety among the B.Ed. Students.

The specialized guidance services should be provided through the guidance bureaus to the students reading at college of bachelor of education levels. So, they may not face the problems at later stage. They can dare to face maladjustment and frustration. Although the need of guidance has empathized by various commission (Kothari 64-66) and policies (N.P.E. 1986), but due to lack of effective implementation it has not yet become regular and compulsory part of education system.

More suitable educational facilities should be provided to the low adjusted and high anxious students to achieve success in every field of life. Therefore, it is the responsibility of educational planners, administrators and professional practitioners to see the anxiety of students remain in its threshold value because it affects the performance adversely if it crosses its threshold value.

XI. SUGGESTIONS FOR FURTHER STUDY:

Keeping in view the analysis and interpretation of data, the following suggestions are projected for further research:

1. The present study can replicate on a largest sample.
2. Some other variables like self-concept, personality factors, intelligence etc. can be included in a state.
3. Validation of the result obtained by this study can be done by using other tools and techniques.
4. The present study can be conducted other than Kurukshetra district.

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